DOCUMENT RESUME

ED 473 486 CS 511 617

AUTHOR Ediger, Marlow

TITLE The Psychology of Reading Instruction.

PUB DATE 2002-11-00
NOTE 12p.
PUB TYPE Opinion Papers (120)
EDRS PRICE EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS *Classroom Techniques; *Educational Psychology; Elementary Secondary Education; *Linguistics; *Reading Instruction; *Reading Programs; Sustained Silent Reading; Teacher Role
IDENTIFIERS Big Books; Bloomfield (Leonard); Fries (C C)

ABSTRACT

Each clearly differentiated program of reading instruction is based on a selected psychological school of thought. Rather than emphasizing one traditional plan of teaching, the teacher needs to study and analyze the student's curricular achievement to see what fits into the learner's repertoire of skills and knowledge. The materials and methods of instruction should harmonize with what would assist students to achieve optimally in reading. This paper discusses basal reading instruction, individualized reading, sustained silent reading, the big book approach, and controlled vocabulary readers. The paper also discusses using linguistic programs of reading instruction, focusing on the approaches of Leonard Bloomfield and Charles Fries and describing their philosophy and psychology of linguistic reading instruction. According to the paper, both educators emphasized a patterns approach in the teaching of reading. The paper states that there are selected word patterns which may be used to illustrate their thinking--students initially might experiment with the following patterns in reading: an, ban, can, fan, man, ran, tan, van. It notes that several basic spelling textbooks use linguistic procedures in having students learn to spell words, and that linguists have also made a plethora of contributions when writing sentence patterns. (Contains 11 references.) (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 486

The Psychology of Reading Instruction.

by Marlow Ediger

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

M. Ediger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 511 617

BEST COPY AVAILABLE

THE PSYCHOLOGY OF READING INSTRUCTION

The teacher needs to be well versed in the teaching of reading. There is content to read in each curriculum area regardless of the grade level taught. There also are clearly differentiated programs of instruction. Each is based on a selected psychological school of thought. Educators need to study and analyze each school of thought to see where it would fit into a quality program of instruction. Each program of instruction needs to meet needs of pupils. Meeting needs is a sound way of thinking about the curriculum. Rather than emphasizing one traditional plan of teaching, the teacher needs to study and analyze pupil's curricular achievement to see what fits into the learner's repertoire of skills and knowledge. For example, it is the pupil who needs to be taught to read and not emphasis being placed upon tradition,or authoritarian beliefs. The materials and methods of instruction should harmonize with what would assist pupils to achieve optimally in reading.

Basal Reading Instruction

The use of carefully chosen basal readers has a set of beliefs which encourages their use. They have been chosen for publication by a commercial company and are generally written and edited by a select set of reading specialists. Basals have an accompanying manual for teachers to use in choosing objectives, learning opportunities, and evaluation techniques. These may be used en toto or in part, as the teacher chooses. The manual may be good for beginning teachers to use; later the more experienced teacher needs to be increasingly creative in developing his/her own reading curriculum to meet pupil needs. There are dangers in using the manual religiously, year after school year, which can make for a stultifying reading curriculum.

The teacher needs to group pupils appropriately when using the basal reader for instructional purposes. Pupils should experience flexible grouping, heterogeneously or homogeneously, depending upon what would help the individual child to optimize achievement. Thus, the content read should not be too easy which can make for boredom or a lack of interest, nor should it be too complex making for pupil failure. There needs be a starting point in reading for each pupil where he/she is developing optimally an sequentially. Each pupil needs to achieve as much as personal abilities permit, and yet be successful in learning to read as well as possible (See also Vacca, 2002).

BEST COPY AVAILABLE

Items which would make the basal more developmental for pupils are the following:

1. since basals are written for a group of grade level pupils in a classroom, the teacher needs to individualize instruction so that each pupil might benefit as much as possible from the textbook.

2. teachers should use the manual creatively so that the best ideas possible are used for teaching and learning in reading. Ideas can then be chosen from the manual, from the teacher's repertoire and from quality research in the teaching of reading.

3. individual endeavors, committee work, and large group instruction may be used as needed in the instructional arena. In large group instruction, the teacher may introduce new words and their contextual meanings, word recognition techniques, and build background information within pupils for reading the ensuing selection. Committee work might involve four pupils, for example, to discuss the completed reading selection. individualized instruction provides opportunities for a learner to pursue related projects and activities

4. active involvement of pupils is necessary so that pupils are carefully attending to ongoing instruction. This might well mean small group or individual instruction.

5. each group should be given assistance as needed. Teacher aides are necessary to assist pupils as needed They work with the supervision of he regular teacher. Retired teachers, in the community, are glad to provide time in the regular classroom by listening to children read orally and check comprehension, among other tasks.

6. adequate time should be given to followup activities after pupils have read a given selection. To indicate what has been comprehended through reading, pupils individually or collectively may do an art project such as a mural, a pencil sketch, a construction activity, and/or a dramatization.

7. pupils need to have adequate opportunities to discuss content read. Not only can depth learning be stressed here, but also skills in communicating ideas.

8. higher levels of cognition must be stressed. These include critical thinking whereby the pupil learns to analyze subject matter to separate fact from opinion, reality versus fantasy, as well the accurate from the inaccurate. Creative thinking by pupils is salient. The learner then develops novel, unique ideas pertaining to the selection read. Problem solving is also salient in that pupils need to identify and solve problems from reading subject matter. A curious person is needed in the

reading arena.

9. phonics instruction should only be given when a pupil needs these learnings to identify unknown words. Phonics should not be taught for the sake of doing so, but to guide proficiency in reading words more fluently to increase comprehension. Phonics should not be taught since it is in the traditional reading curriculum, but their acknowledgment is based on analysis and remediation of problems in reading instruction. The individual child is the focal point of teaching and learning, not external sources of determining objectives of instruction. Sound/symbol relationships need to be consistent for phonics instruction to be successful. Syllabication skills also should be taught when each is commonly used in reading and assists the child to read better. Knowing how to divide unknown words into syllables is salient if a pupil can benefit from these learnings and can identify words more proficiently.

10. context clues should be taught as the need arises for the pupil to recognize unknown words. It is the best word recognition technique available to assist pupils in identifying the unknown. Reading skills should not be taught due to their being indicated for lesson preparation in the manual of the basal reader, but rather are based on individual pupil diagnosis and remediation (Ediger and Rao, 2000, Chapter Six).

Individualized Reading

Individualized reading experts advocate the use of library books, rather than basals in teaching and learning situations. With individualized reading, the pupil chooses the library book to read with intrinsic interests involved. Here, the beliefs are that a pupil is in the best position to determine what to read since the subject matter in the chosen library book tends to be appealing. The level of complexity of a selected book harmonizes with the instructional level of reading. In the instructional reading level, the pupil is able, generally, to identify, approximately, 95 per cent of the running words read. He/she is also able to answer at least 75 percent of the questions raised covering content from the library book chosen for reading. Interest is a powerful factor in pupils liking and learning to read. The individual pupil, alone, selects and reads the self chosen library book.

A good selection of library books needs to be on hand for reading. Books need to be available which meet personal needs of pupils and are written on diverse genres. They might be briefly introduced with bulletin board displays or introduced orally to encourage pupil reading, depending upon time available.

Following the reading of a library book, the pupil may have a conference with the teacher to assess comprehension and reading skills (See McKeown, et. al. 1992).

Items which need to be emphasized in individualized reading include the following:

1. each pupil needs to have the freedom to choose a library book to read which is interesting. The teacher steps in for book selection if a child cannot settle down with making a choice. Here, the teacher may choose a library book suitable for the learner.

2. the learning environment needs to have a quietness which promotes the reading process(es).

3. the teacher needs to arrange his/her schedule to be available for conferences. Alternatives may be offered with a pupil writing a report on a completed reading of a library book. Standards for writing the report need to be clarified with learners. Excellent readers may not need to have a conference each time a book has been completed in reading. The teacher will need to make adjustments so that as much as possible, conferences can be held with each pupil, following the reading of a library book. The teacher needs to briefly record the outcomes of the conference. Comparisons might then be made with the next sequential conference for each pupil.

4. pupils should be given opportunities to do an alternative evaluation such as using non-verbal means including drawing an illustration of major ideas read from a library book.

5. most reading specialists say that reading is its very own reward. Intrinsic motivation is then being advocated. Others may believe that extrinsic rewards should be in the offing such as small, inexpensive prizes given for a pupil reading a certain number of library books.

6. the teacher needs to think of a variety of approaches to motivate pupil reading of library books, such as a committee sharing contents of library books completed.

7. an approach should be used to assist pupils with the pronunciation of unknown words. Perhaps, the teacher's aide or a good reader can do the word pronunciation for those who are stuck in reading a particular word.

8. a teacher's aide could listen in to sequential conferences conducted by the teacher of pupil progress. The aide may then date and record the salient ideas from the conference. This makes it so the teacher could handle more conferences effectively. The aide, if he/she is a good reader, should read aloud to pupils during story time

9. pupils need to be as accountable as individual maturity

levels permit. The pupil then is in charge of learning opportunities being pursued. Pupil ownership of the curriculum is necessary if they are to develop well intrinsically with good attitudes toward learning.

10. the effectiveness of the individualized reading program needs continuous evaluation with feedback from learners being used to make improvements (See Saunders, 1999).

A parallel to individualized reading is sustained silent reading (SSR). Here, too, the pupil chooses the sequential library books to read. However, there is no time given for conferences after a library book has been completed in reading. Enjoyment and encouragement of reading are major goals in SSR. Hopefully, in an environment of complete relaxation, the pupil seeks, selects, and reads a quality library book. Time is made available in the school schedule for SSR, a very informal time for reading. In some schools, everyone reads at the designated SSR time, including all teachers, support personnel, custodians, and school administrators. The point being that all pupils need to see adults reading books also. This is a model for children. Probably, if the teacher in the classroom reads during SSR time, this should be an adequate adult model for pupils to view. Then, too, most pupils would not be able to see a custodian read. The custodian has a plethora of responsibilities to fulfill and maintain a quality, clean school environment.

Pupils are responsible for selecting their own materials to read. They need to use the entire time for SSR when the schedule calls for it. Busy readers with self selected reading materials are musts! The interest factor can be very high in reading when pupils do the choosing of what to read. They order their own learnings when choosing sequential library books to read. In an informal setting such as in SSR, pupils should feel very relaxed to read at their own unique optimal rate of speed. The psychology of reading certainly is there when SSR is in evidence in the classroom setting (See, Giorgas, 1999).

Teachers need to work with parents in suggesting ways of helping pupils learn. Thus, for example, parents should read aloud selected library books which fill the bill in meeting pupil needs. Schools should provide parents a listing of library books to read to their offspring in the home setting. Tips on and for successful home reading practices should be included, such as reading with enthusiasm, having eye contact with the child, showing related illustrations in the library book, as well as using appropriate stress, pitch, and intonation as the read aloud continues.

Using Big Book Approaches

Big Book procedures in teaching should emphasize that all pupils, being taught, need to see the illustrations and printed script clearly from where they are seated. The teacher provides background information for the ensuing reading lesson. Pupils might then connect the previous with the new learnings. After providing background information, which includes discussing the illustrations imbedded in the script, the teacher reads aloud to pupils by pointing to each sequential word. Pupils need to observe the script carefully as the read aloud continues. Observing carefully what the teacher reads aloud, as he/she points to the words, assists learners to increase their basic sight vocabulary. The rereading consists of learners reading together with the teacher, as the words are pointed to again. Rereading may occur as frequently as desired. Many times children like to reread subject mater due to feelings of success in mastering new words as well as in understanding the background information more thoroughly.

Big Book procedures might be used on any grade level. It can be a good way to teach primary grade pupils in reading. There are older children who fail to develop an adequate basic sight vocabulary, but can do so with the teacher pointing to new words as ensuing reading lessons progress, using the Big Book approach (Ediger, 2002, 69- 70).

Big Book approaches, to make for optimal learner progress in methods of teaching, should emphasize the following pointers:

1. selecting content which appeals to pupils. Obtaining pupil attention is vital.
2. building ample background information for pupils prior to their reading the printed script, so that the new content to be read is sequential and is understood.
3. pronouncing words clearly and pointing to each word being read aloud, contextually.
4. having as much eye contact with pupils as possible to make reading personal.
5. helping pupils develop an adequate basic sight vocabulary by reading and rereading the printed script meticulously.
6. using proper intonation, as a model, so that pupils learn to pronounce words properly.

7. being certain that all being taught from the Big Book can see the illustrations clearly as well as the printed script therein.

8. evaluating pupil achievement carefully to notice if new, abstract words are being mastered, as well as comprehension being improved upon, over that of previous times.

9. involving pupils in ascertaining what needs additional stress in the Big Book approach in reading instruction.

10. assessing sequence in reading stories in Big Books. The teacher needs to determine if related learnings on phonics should be in the offing to improve pupil comprehension (Crawley, S., and K. Merritt, 2000).

A Controlled Vocabulary

Readers containing a controlled vocabulary have advantages and disadvantages, but that is true of many plans of teaching and learning. The controlled vocabulary made it so that pupils in these basals would meet up with a few new words per page of printed content. The rest of the printed page for primary age pupils, in particular, would have the repeat of important words. In other words, the authors controlled how many new words would be emphasized per page so that it would not be overwhelming for the reader. Too many new words introduced per page might well frustrate any reader. One guideline used for choosing expository books for classroom use, as well as for individual reading, is to not overdo new words brought into any reading selection. There needs to be a balance between new words on a page of print for young readers, in particular, and review or practice of previous words encountered. If more than five per cent of the words encountered by a reader are unknown words, the tendency will be for that book to be too complex for pupil reading. A strong interest in a piece of written work can make it so that the "more then five per cent" level may be modified. It is important to have successful readers. There is, generally, too much in life which is frustrating without planning for a lack of pupil success in learning. Success tends to motivate pupils for increased achievement. If a person has experienced too much of failure, the chances are that he/she will tend to give up on life and its opportunities (Ediger, 2001, ERIC #456410).

Pointers to stress by the teacher in using a controlled vocabulary text in making for successful readers include the following:

1. observe which pupils need a thoroughly controlled vocabulary as compared to those who become independent

readers sooner. The latter group could, perhaps, read more library books as well as stay on for the controlled vocabulary reading program, as needed. There are a plethora of decisions which need to be made by the teacher.

2. have pupils read the controlled vocabulary sections with enthusiasm. Vibrant reading is necessary in all oral reading, be it by pupils, by parents, or by the teacher. The models presented by the teacher and by pupils in read alouds should emphasize spontaneity and creativity, not dullness or routine procedures.

3. coach pupils to read selected stories in shorter periods of time since learners individually reveal increased mastery of words encountered. Not all sections or stories are of the same/similar complexity within a controlled reader. The teacher always needs to observe and study pupils to notice needs that exist in children becoming successful readers. With success, the self concept is developed in a positive manner.

4. reward pupils verbally when increased success in reading has been encountered. Esteem needs might then be met. Each pupil has contributions to make and these must be recognized by the teacher and pupils.

5. plan with pupils what needs to be stressed more so, in the ongoing reading program. Parental input might also be valuable when parent/teacher conferences are held (Ediger, 2001, ERIC # 455496).

Linguistic Programs of Reading Instruction

There are a plethora of linguistic procedures in the teaching of reading. The approaches of Leonard Bloomfield and Charles Fries will be discussed as to their philosophy and psychology of linguistic reading instruction. Both emphasized a patterns approach in the the teaching of reading. There are selected word patterns which may be used to illustrate their thinking. For example, pupils initially might well experiment with the following patterns in reading: an, ban, can, fan, man, ran, tan, van. Some meaningful sentences may be written to show a linguistic approach in reading instruction from the above words such as in the following: man can fan. Each word patterns with the other in rhyme as well as in correct spelling. It is not the best way to write this sentence, but it does illustrate structure in a patterning approach, according to linguists Bloomfield and Fries.

Meaning is lacking when attempting to write sentences with word patterns. However, it does pay attention to certain elements such as changing an initial consonant and a new word results such as changing the letter "m" in "man" to the letter "c"

making for a new word "can."

Several basal spelling textbooks use linguistic procedures in having pupils learn to spell words. The pattern may be represented by changing an initial consonant of a word to secure a new word --- tan, ban. The ending letter, too, may be changed to obtain a new word such as: tan, tab. Medial letters, also, may be changed to come up with a different word --- tan, tin. There are patterns involved when adding a silent letter "e" to a word and the word changes its vowel sound from being a short sound to a long vowel sound: can, cane. Pupils may play with words to notice which pattern and which do not: tan, tane. The latter is not a meaningful word. There, of course, are limitations to the patterning approach. But, there are selected features which do assist pupils to observe patterns in words. Then, too, pupils may notice where a lack of relationship exists between symbol and sound, such as: through, threw, slough, blue, soon, dune. Pupils might then notice inconsistencies in spelling involving the "oo" sound as in "moon." The author suggests these words, of course, be learned by pupils in word recognition as sight words. There are a plethora of ways available to spell vowel sounds such as for the letter "a." The following words contain the letter "a" and yet each has a different grapheme/phoneme relationship: ran, rain, rate, rare, about.

Linguists have made a plethora of contributions when writing sentence patterns, in written discourse, such as

* the subject/predicate pattern
* the subject/predicate, direct object pattern
* the subject/predicate/indirect object, direct object pattern.
* the subject/predicate (linking verb), predicate adjective pattern
* the subject/predicate/ predicate noun pattern (Tiedt, 1983).

With a developmental knowledge of sentence patterns, pupils may vary these to improve writing quality. Linguistic procedures of instruction may be improved upon by

1. its appropriate use in spelling and reading, and by recognizing its limitations.
2. its use might assist pupils to study and learn about the structure of the English language. Other languages have their very own structure and patterns. A developmental approach needs to be used in teaching and learning situations involving a linguistic approach. Learnings then should harmonize with pupils acquiring new achievable objectives. Failure to achieve on the pupil's part violates rules pertaining to the following:
1. pupils developing a good self concept

2. pupils achieving self esteem
3. pupils learning sequential content and skills
4. pupils becoming motivated individuals
5. pupils becoming reflective learners (Douillard, 2002).

Selected References

Crawley, S., and K. Merritt (2000), Remediating Reading Difficulties. Boston: Mc Graw Hill.

Douillard, Kim (2002),, "Going Past Done: Creating Time for Reflection in the Classroom," Language Arts, 80 (2), 92-99.

Ediger, Marlow (2002), "Improving Spelling," Reading Improvement, 39 (2), 69- 70.

Ediger, Marlow, and D. Bhaskara Rao (2000), Teaching Reading Successfully. New Delhi, India: Discovery Publishing House, Chapter Six.

Ediger, Marlow (2001),"Analyzing Student difficulties in Reading," ERIC # 456410.

Ediger, Marlow (2001), "Reading and the Curriculum," ERIC # 455496.

Giorgis, C. (1999), The Power of Reading Picture Books Aloud to Secondary Students," The Clearing Hose, 73, 51- 53.

Mc Keown, M. G., et. al. (1992), The Contribution of Prior Knowledge and Coherent Text to Comprehension," Reading Research Quarterly, 27, 79- 93.

Saunders, S. (1999), "Look and Learn: Using Picture Books in Grades Five through Eight. Portsmouth, New Hampshire: Heinemann.

Tiedt, Iris M.(1983), The Language Arts Handbook. Englewood Cliffs, New Jersey: Prentice- Hall, inc., Chapter Eleven.

Vacca, Richard T. (2002), "From Efficient Decoders to Strategic Readers," Educational Leadership, 60 (3), 6- 11.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC

CS 511 617

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: The Psychology of Reading Instruction

Author(s): Marlow Ediger

Corporate Source:

Publication Date: 11-17-02

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Marlow Ediger

Organization/Address:
Dr. Marlow Ediger, Professor Emeritus
Truman State University
201 W. 22nd, Box 417
North Newton, KS. 67117

Printed Name/Position/Title: Marlow Ediger, 11-17-02

Telephone: 316-283-6283

FAX:

E-Mail Address:

Date: 11-17-02

(over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/CASS
University of NC at Greensboro
201 Ferguson Building
PO Box 6171
Greensboro, NC 27402-6171

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfac.piccard.csc.com

EFF-088 (Rev. 2/2000)